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ABSTRACT

This study tested the efficacy of a recently developed industrial theory of work incentives in educational organizations. The investigation necessitated describing the factors which serve as sources of work attachment for educators and discovering if work factors seem of equal or differing importance to teachers who describe themselves as being satisfied, indifferent, or dissatisfied. A questionnaire composed of 124 work attachment ideas with levels of satisfaction, dissatisfaction, and indifference was responded to by 508 staff members of a school district in Kansas. The realization that the incentive system for teachers supported theories of the incentive system for industrial workers developed by Dubin (1970) resulted in a two-tier incentive system with provisions for each of the satisfaction levels. Minimal incentives for all teachers are found in the lowest tier. The second tier includes features important to all teachers. Satisfied teachers would receive intrinsic incentives, indifferent teachers would receive incentives related to autonomy in work and work conditions, dissatisfied teachers would receive extrinsic work features and interpersonal relations with peers and supervisor. The proposed incentive system is similar to proposed industrial workers incentive system. It can serve as a guide for further research while being of importance to an administrator's decision in distributing incentives to employees. A brief bibliography is included. (MJM)

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SOURCES OF WORK ATTACHMENT AMONG PUBLIC SCHOOL TEACHERS

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SOURCES OF WORK ATTACHMENT AMONG PUBLIC SCHOOL TEACHERS

For many years researchers in educational administration have demonstrated an interest in satisfaction and morale among teachers. Yet few, if any, empirical studies have been conducted to determine sources of work attachment (features of the working environment to which human behavior is directly related) among teachers as a basis for developing incentive theory.

The objective of the present investigation was to test the efficacy of a recently developed industrial theory of work incentives in an educational organization. The first step in accomplishing this objective was to describe the work attachments of public school employees. Two research questions guiding this investigation were as follows: (1) What factors serve as sources of work attachment for educators? (2) Do particular work attachment factors seem of equal or differing importance to teachers who describe themselves as being satisfied, indifferent, or dissatisfied? The second step in accomplishing the aforementioned objective was to build an incentive theory for satisfied, indifferent, and dissatisfied educators which would be compared to the three tier incentive system for industrial workers developed by Dubin (1970).

Theoretical Framework

For a research study of 3,088 industrial workers, Dubin (1970) developed a survey questionnaire listing 124 work attachment factors.

From the results the most general finding was that the vast majority of work attachment items (95 of 124) were systematically related to job satisfaction. Furthermore, the following two systematic relationships emerged: (1) A parabolic relationship, in which workers in the extreme categories of job satisfaction showed a higher proportion choosing an item than the middle categories, was found for 73 of the 95 systematic relationships. In other words, a higher proportion of workers who considered themselves very satisfied or very dissatisfied selected the items than did other workers. (2) In the case of 22 work attachment items there was a linear relationship with job satisfaction so that the proportion choosing the item systematically either rises or declines with increasing job satisfaction.

In addition, three more general findings were delineated as follows: (3) Dissatisfied workers valued extrinsic job factors, autonomy in work, and payoffs from working. (4) Satisfied workers valued extrinsic job factors (but not necessarily the same ones as dissatisfied workers) and cooperation at work. (5) Indifferent workers valued extrinsic job factors, autonomy in work, payoffs for working, and cooperation at work. General conclusions were as follows:

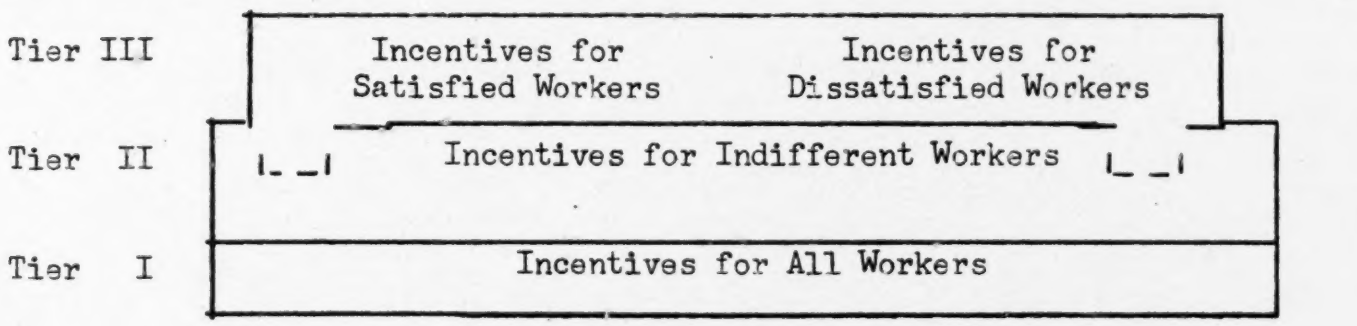
1. A remarkably wide range of work features are systematically related to job satisfaction.

2. The relationship between the important features of work and job satisfaction is parabolic more likely than linear (Dubin, 1970).

Based on the findings of parabolic and linear relationships and the unique sources of work attachment for satisfied, indifferent, and dissatisfied work groups, Dubin developed the three tier incentive system

FIGURE 1

Three Tier Incentive System



in Figure 1. Minimal incentives which would include work attachment items considered equally important at all levels of job satisfaction constituted Tier I. These incentives, which are required for all workers, include payoffs for working, extrinsic job factors, autonomy in work, and routine.

Indifferent workers would receive the minimal incentives plus those in Tier II. Some work attachment items would be shared with both satisfied and dissatisfied workers, although indifferent workers are somewhat more like dissatisfied workers than satisfied workers. They share with dissatisfied workers an emphasis on extrinsic work factors, autonomy in work, and payoffs for working. Their emphasis on cooperation at work is shared by both of the other groups.

Finally, Tier III consists of two different and additional incentive packages with one designed for dissatisfied workers and the

second designed for satisfied workers. The package for dissatisfied workers emphasizes extrinsic job factors, autonomy in work, and payoffs for working. The package for satisfied workers stresses extrinsic job factors and cooperation at work. Dubin (1970) concluded that the design of incentive systems for work organizations should consider sources of work attachment. The result would be far more complex incentive systems which may have greater utility than present ones in providing genuine incentives for work.

Methodology

Instrumentation. The questionnaire paralleled the instrument developed by Dubin for industrial workers. Respondents indicated those items considered important from a checklist of 124 work features representing eight environmental boundaries. Levels of satisfaction, indifference, and dissatisfaction were indicated by responses to a single item. The indifferent category was selected to elicit an attitude toward work which may not have been revealed with a more neutral alternative such as "Neither satisfied nor dissatisfied." Demographic data and work position characteristics were requested to differentiate satisfied, indifferent, and dissatisfied teachers on the bases of age, sex, marital status, academic preparation, teaching level, and class size.

Sample. The data were collected from 508 respondents, 90.5 per cent of the total professional staff in the system, during regularly scheduled faculty meetings in a Kansas school district. The sample included elementary teachers, secondary teachers, and administrators. Responses to the questionnaire divided the sample into subgroups of 116 very

satisfied teachers, 334 satisfied teachers, 19 indifferent teachers, 36 dissatisfied teachers, and three very dissatisfied teachers.

Analysis. The chi square test was used to measure variations among work features considered important by satisfied, indifferent, and dissatisfied teachers and to test for relationships between levels of satisfaction and selected demographic data. Variations among work boundaries were measured through the one-way analysis of variance test.

Findings

The frequency of selection for all 124 sources of attachment to work are presented in Table 1. Fifty per cent or more of the 508 educators considered 52 of the 124 work features important.

Table 1 about here

Many work features were found to be considered more important by one of the subgroups than by others. Trends were revealed by examining those work features for which significant differences existed. As indicated in Table 2, satisfied teachers considered features related to the job and to the school important.

Table 2 about here

Indifferent teachers formed the only group selecting money matters as being important significantly more frequently than other groups. Work features valued most by indifferent teachers are found in Table 3.

Table 3 about here

Dissatisfied teachers were most likely to select features related to the teachers' association or union. Work features valued most by dissatisfied teachers are listed in Table 4.

Table 4 about here

Of the seven demographic variables tested for relationships with levels of satisfaction, only elementary and secondary teaching levels were found to vary significantly. Chi square values are found in Table 5.

Table 5 about here

Frequencies of elementary and secondary teachers as related to levels of satisfaction are found in Table 6. Elementary teachers were more likely to consider themselves satisfied in their work than were secondary teachers.

Table 6 about here

To test the incentive theory, the responses of the teachers were compared to the responses of the industrial workers studied by Dubin. In support of Dubin's theory, teachers selected 75 per cent of the work features considered important by industrial workers. Attachments to work considered important by the majority of teachers and the majority of industrial workers are found in Table 7. However, while indifferent

Table 7 about here

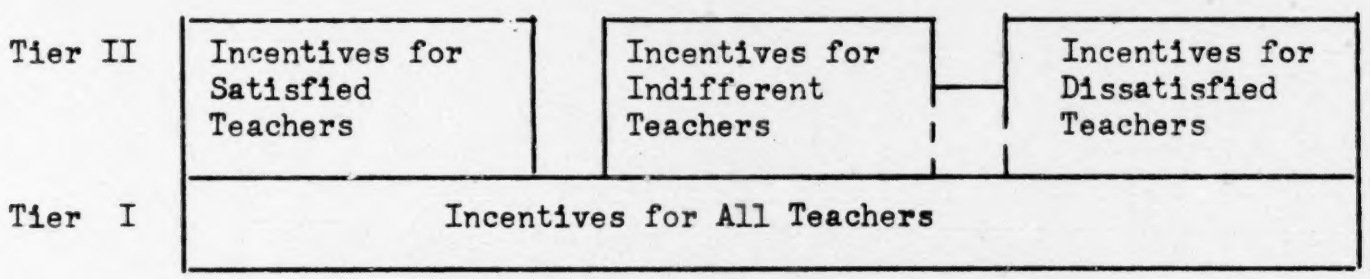
industrial workers did not select items more frequently than satisfied and dissatisfied workers, indifferent teachers selected a larger proportion of the items more frequently than did satisfied or dissatisfied teachers. Therefore, unlike the incentive system for industrial workers, the incentive system for teachers had to be modified with provision for items considered most important by indifferent respondents.

Discussion

A two tier system with provisions for each of the satisfaction groups is proposed. A diagram of the incentive system for teachers is found in Figure 2.

FIGURE 2

Two Tier Incentive System for Teachers



Minimal incentives required for all teachers are found in the lowest tier. These incentives would include work attachment features considered equally important by satisfied teachers, indifferent teachers, and dissatisfied teachers. Features considered important by all teachers are related to interpersonal relationships, extrinsic work factors, security, and ancillary organizations.

The second tier includes features important to either satisfied, indifferent, or dissatisfied teachers, and those important to dissatisfied teachers and indifferent teachers. Incentives in the second tier would be received in addition to those in the first tier. In the system of incentives satisfied teachers would receive intrinsic incentives related to achievement and recognition, indifferent teachers would receive incentives related to autonomy in work and working conditions, and dissatisfied teachers would be provided incentives emphasizing ancillary organizations, interpersonal relations with peers and supervisors, and extrinsic work features. Indifferent and dissatisfied teachers would share those incentives related to autonomy in work.

It was concluded that the incentive system for teachers supported Dubin's incentive system for industrial workers. In addition, the responses and modified incentive system indicate that satisfied and dissatisfied teachers value features which can be associated with the findings of Sergiovanni (1969) in the educational organization and Herzberg (1959) in the industrial organization. Sergiovanni indicated that satisfaction among teachers results from achievement, recognition, and responsibility. Factors related to achievement which are considered important by satisfied teachers are "Learning new things," "Innovative methods of teaching," and "Opportunity for in-service education." The emphasis of satisfied teachers upon recognition is indicated by selection of "The recognition the school receives," "The system's importance in the state," and "How well known the school system is." Only one factor, "Whether the school provides sports and entertainment," can not be related to Sergiovanni's description of satisfied teachers.

Work features considered important by dissatisfied teachers can also be correlated to Sergiovanni's description of dissatisfied teachers. "The system's treatment of teachers" is related to school policy and administration. Supervision - technical is illustrated by "Principal's role in discipline problems" and "Whether the principal does his job." An example of a feature related to the teacher's personal life is "Whether the teachers' association gets me a better salary or conditions." "Visiting with other teachers each day" and "Interruptions while I am teaching" are illustrative of interpersonal relations. Factors related to fairness or unfairness are "How powerful the teachers' association is in relation to the school system," "Using my own personal materials," and "Walkouts and teacher strikes."

The proposed two tier incentive system for professional school employees in Figure 2 is similar to Dubin's and Herzberg's incentive systems for industrial workers. The incentive system can serve as a conceptual guide for further theoretically based research and theory building for the public schools. It is further asserted that the proposed incentive system can be of importance to an administrator's decisions relating to the distribution of the organization's scarce resources as incentives to its employees; that is, provisions should be made for differentially allocating work features considered important by satisfied, indifferent, and dissatisfied teachers.

TABLE 1

FREQUENCY OF SELECTION FOR 124
SOURCES OF ATTACHMENT TO WORK

Variable #	Source of Attachment to Work	Frequency
My Job		
1	Controlling the amount of teaching I do.	95
2	Having my lessons planned each day.	383
3	Challenging and interesting lessons.	421
4	Contributing something to society.	377
5	How my position compares with others.	47
6	Innovative methods of teaching.	338
7	Chance to move about the room while I am teaching.	270
8	Having a planning period.	318
9	The particular lessons I teach.	202
10	Knowing enough to get by.	10
11	Interruptions while I am teaching.	117
12	Opportunity for in-service education.	245
13	Getting respect from my family and friends because of my job.	164
14	Chance to use what I have learned.	274
15	Number of teachers teaching the same subject or grade level.	29
16	How secure my position is.	185
17	Having a job that is a "way of life."	118
18	How clean my work is.	50
19	Learning new things.	375
20	Orientation of new teachers.	142
21	Controlling the speed at which subject matter is taught.	102
22	Amount of mental effort required in my teaching.	89
23	Variety in my work.	362
24	Training required for my position.	187
25	How hard I have to work.	61
26	Having enough time for personal needs.	244
27	Amount of responsibility in my position.	199
28	Amount of physical work I do.	39
29	Teaching in my own way.	322
30	Knowing how my position fits in.	122
31	The skill required to teach my subject area or grade level.	272
32	Being familiar with my teaching assignment.	348
The School		
33	Size of the system.	136
34	How modern the school is.	187
35	My chances for advancement or promotion.	171
36	Hours I work.	187
37	Extra duties after school hours.	146
38	The recognition the school receives.	146
39	The system's treatment of teachers.	434
40	Knowing what I can "get away with."	8

41	Knowing how I stand here.	273
42	The number of supervisors I have.	78
43	How well known the school system is.	60
44	Whether the school provides sports and entertainment.	63
45	How the school system is run.	371
46	How I am evaluated.	391
47	How accessible a teachers' lounge is.	33
48	Knowing what goes on here.	184
49	How old the school building is.	30
50	The system's importance in the state.	85
51	School board policies and regulations.	383
52	Special privileges I get.	44
53	How I get along with my supervisors.	339
54	The confidence they have in me.	399
55	How the administrators give direction.	253
56	Facilities in the building.	295
57	Length of service with this school system.	85
58	Being left alone to do my own teaching.	227
59	Whether the principal does his job.	179
60	Personal contact with administrators.	202
61	Job security.	257
62	Transportation facilities.	21
63	How far I have to travel to get to school.	62
The People With Whom I Work		
64	Helping others do their job.	254
65	How well we work together.	465
66	Getting together socially after school.	94
67	Being left alone.	26
68	Whether both men and women work here.	77
69	Whether we work as a team.	364
70	Whether we control how our teaching is done.	185
71	Whether my friends teach here.	18
72	Chances to meet new people.	181
73	"Beating the system" together.	2
74	Whether fellow teachers think I do well.	187
75	Visiting with other teachers each day.	255
76	Knowing how I stand with fellow teachers.	181
77	Their race.	4
78	Whether they like the same things I do.	24
79	Getting along with them at school.	321
80	What other people get away with.	14
81	Telling others what to do.	2
82	The influence I have with other teachers.	81
83	Whether they depend upon the teaching to do.	117
The Materials and Equipment With Which I Work		
84	How good mine are compared to others.	46
85	How modern they are.	149
86	Their quality.	351
87	How well they do the job.	420
88	Using my own personal materials.	179
89	Creating materials and teaching aids.	334

90	Knowing how equipment works.	360
Working Conditions		
91	How convenient for teaching the classroom is.	381
92	How well the facilities are kept.	368
93	How clean the school building is.	353
94	How orderly my office or classroom is.	274
95	How free from vandalism the building is.	205
The Students With Whom I Work.		
96	Discipline to maintain control over pupils.	356
97	Relationship of trust with students.	457
98	Interaction in the classroom.	407
99	Their behavior in school.	379
100	How difficult it is for them to learn.	347
101	How openly they express themselves.	380
102	Principal's role in discipline problems.	266
103	Their attitudes toward school.	424
104	Feedback from students on my methods.	302
105	Support I receive from their parents.	379
Money Matters		
106	Take home pay.	420
107	Extra pay for extra duties	172
108	School system benefits (sick leave, retirement, etc.).	418
109	Salary increments (raises).	397
110	Method of payment (contract).	248
111	Increments for years of service.	320
112	Salaries compared to other school systems.	227
113	Holidays and vacations.	309
My Teachers' Association or Union		
114	Whether it gets me a better salary and conditions.	297
115	Rules and procedures.	144
116	Whether my chief negotiator stands for what we want.	362
117	The people who belong to it.	92
118	Whether it provides social activities.	11
119	Walkouts and teacher strikes.	69
120	Whether I take part in association or union affairs.	145
121	How well it is run.	310
122	How important my local group is in the state and national organizations.	161
123	How powerful it is in relation to the school system.	221
124	The number of unions or associations in the school system.	41

TABLE 2

WORK FEATURES VALUED MOST BY VERY SATISFIED TEACHERS

Source of Work Attachment	Category	Very Satisfied	Satisfied	Indifferent	Dissatisfied and Very Dissatisfied
Learning new things.	My Job	79	73	53	72
Innovative methods of teaching.	My Job	74	65	47	67
Opportunity for in-service education.	My Job	62	46	53	28
The recognition the school receives.	The School	42	25	11	26
The system's importance in the state.	The School	28	14	16	13
Whether the school provides sports and entertainment.	The School	19	11	16	8
How well known the school system is.	The School	19	9	5	15

TABLE 3

WORK FEATURES VALUED MOST BY INDIFFERENT TEACHERS

Source of Work Attachment	Category	Very Satisfied	Satisfied	Indifferent	Dissatisfied and Very Dissatisfied
Holidays and vacations.	Money Matters	56	60	79	74
Whether we control how our teaching is done.	The People with whom I Work.	31	36	38	49
Extra pay for extra duties.	Money Matters	28	34	58	44
How modern they are.	Materials and Equipment.	38	25	42	33
How hard I have to work.	My Job	7	12	32	15

TABLE 4

WORK FEATURES VALUED MOST BY DISSATISFIED TEACHERS

Source of Work Attachment	Category	Very Satisfied	Satisfied	Indifferent	Dissatisfied and Very Dissatisfied
The system's treatment of teachers.	The School	80	86	94	95
Whether it gets me a better salary and conditions.	My Teachers' Association or Union	46	61	68	72
Principal's role in discipline problems.	The Students with whom I Work	28	35	47	51
How powerful it is in relation to the school system.	My Teachers' Association or Union	37	43	53	62
Visiting with other teachers each day.	The People with whom I Work	56	48	32	62
Whether the principal does his job.	The School	28	35	47	51
Using my own personal materials	Materials and Equipment	43	31	32	49
Interruptions while I am teaching.	My Job	16	23	32	44
Walkouts and teacher strikes.	My Teachers' Association or Union	8	14	16	26

TABLE 5

CHI SQUARE VALUES FOR LEVELS OF
SATISFACTION AND DEMOGRAPHIC DATA

Variable	Degrees of Freedom	Chi Square Value
Age	6	10.7490
Sex	3	3.0923
Marital Status	3	5.5608
Academic Preparation	6	5.4716
Title	3	2.5892
Teaching Level	3	11.2419*
Class Size	12	6.5512

* Significant @ .05 level.

TABLE 6

FREQUENCIES OF ELEMENTARY AND SECONDARY TEACHERS
AS RELATED TO LEVELS OF SATISFACTION

	Very Satisfied	Satisfied	Indifferent	Dissatisfied and Very Dissatisfied	Total
Elementary	68	182	9	12	271
Secondary	43	141	7	27	218
Total	111	323	16	39	489

TABLE 7

ATTACHMENTS TO WORK CONSIDERED IMPORTANT
BY TEACHERS AND BY INDUSTRIAL WORKERS

Source of Work Attachment	Percentage Choosing Item. Teachers	Industrial Workers
How well we work together.	91.5	77
System's treatment of teachers/Firm's treatment of employees.	85.4	75
How well materials do the job/How well tools and equipment do the job.	82.7	50
Take home pay.	82.7	92
School system benefits/Company benefits.	82.3	64
The confidence they have in me.	78.5	50
Salary increments/Rises.	78.1	63
How I am evaluated/How the firm judges me.	77.0	50
Having my lesson planned each day/Knowing in advance what I will do each day.	75.4	50
How well the facilities are kept.	72.4	54
Whether we work as a team.	71.7	60
Whether my chief negotiator stands for what we want/Whether my shop steward stands for what we want.	71.3	62
Knowing how equipment works.	70.9	55
How clean the school building is/How clean the factory is.	69.5	67
Being familiar with my teaching assignment/ Being fimiliar with my job.	68.5	56
How I get along with my supervisor.	66.7	52
Getting along with people at work.	63.2	69
How well my teachers' association is run/ How well my union is run.	61.0	57
Holidays and vacations.	60.8	75
Whether my teachers' association gets me a better salary/Whether my union gets me better wages and conditions.	58.5	72
Job security.	50.6	56

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